

Name:

Date:

Laddie Boy Comes to the White House

by Robin Spevacek

"Here, Laddie Boy," the President called. Warren Harding bent down, and the wiry Airedale trotted straight to his master.

There have been many stories written about Presidents and their pets, but the story of President Warren G. Harding and his faithful dog Laddie Boy is perhaps one of the best.

Given to Mr. Harding by an old friend, the shaggy puppy moved into the White House and soon became a household favorite. He was gentle and fun loving and always willing to please. The President took many long walks with his dog and proudly presented him with a Washington dog tag printed with the words "Number One."

Every morning Laddie Boy delivered President Harding's newspaper to him. Since his days as a newspaper editor in Ohio, Mr. Harding took a keen interest in reading the paper. He also liked the game of golf and often took his dog with him. When the President hit a bad shot, Laddie Boy would rush into the trees to find the lost ball. Once he found it, he would return with the ball in his mouth, tail wagging. Laddie Boy loved the game as much as the President.

Because he was so special, Laddie Boy was given his own hand-carved chair, which he sat in at important White House meetings. Even though the dog could not speak, he was often questioned by the *Washington Star* newspaper that printed his "ideas" on everything from government to hours for working dogs. In May of 1921, Laddie Boy was asked to lead the "Be Kind to Animals" parade held by the Humane Education Society. The Society had a float built just for Laddie Boy, and he rode on top of it. Sitting very still with his head tilted to one side, the dog watched the people in the crowd cheer and smile as he passed by.

As Laddie Boy's fame spread, his admirers sent him many gifts. They mailed him sweaters, blankets, and toys. The gift that was talked about most, however, was a huge four-layer cake made up of dog biscuits and covered with white frosting. Such a grand cake called for a party, and one was planned. Laddie Boy, the other White House dogs, and many dogs of Washington-area friends were invited. The dogs ate their cake while news reporters snapped pictures.

With all this attention, Laddie Boy was named the official presidential pet. He was treated like a king and even had his own caregiver who gave the dog daily baths and fed him large bowls of a special broth and dog biscuits.

The President's pet was so beloved nationwide that the Newsboys' Association asked every newspaper delivery boy in the country to donate one penny to a special fund. The money they raised would be used to build a statue of Laddie Boy. The statue, when finished, was to be presented to Mrs. Harding as a gift.

In all, nineteen thousand one hundred thirty-four pennies were collected and melted down. Laddie Boy's likeness, made from the copper in the pennies, still stands in the Smithsonian Institution in Washington, D.C.

Summarize the actions that were taken to create the statue of Laddie Boy. Use details from the article to support your answer.

Statue Laddie Boy

penny

money

19134

newspaper

delivery boy

collected

melted

Copper.

The actions that were taken to create the statue of Laddie boy were, first they asked the every newspaper delivery boy to donate one penny. Next they collected 19,134 pennies. Then they melted them down and used the copper to make the statue.

Name:

Date:

In this part of the test, you are going to read an essay called "Kate Lehrer" and a story called "Don't Make Me Go in There!" You will answer questions and write about what you have read. You may look back at the essay and the story as often as you like.

Kate Lehrer

I was not thinking of journeys when I began my sprint up the ladder for a high dive, my first ever. But that wouldn't stop me from being Esther Williams¹. The morning was just right, dry Texas heat that didn't singe, but reassured, invigorated.

"Atta way, Katie! Fast and neat!" a boy yelled. We'd been waiting for all the other would-be swans to take their plunges.

I was already over halfway up. I didn't look down. No need to think too much about how high I'd climbed. I wasn't much of a diver and doubted I'd ever been a fish. Swimming provided a good way to work off a phys. ed. requirement, stay cool, get a tan; and the summer season ended with this last exam—if you could call a high dive an exam.

But it was time to get on with this. As with life, the sooner, the better. I was eighteen and ready to see everything, do everything, be everything. I flew up the last few steps. And I was on the diving board, and giddy. Almost like I'd made my graceful glide. Maybe I'd been a bird. Birds soared and dived. Yeah, I bet I'd been a bird. So why was I still gripping the ladder rails? Birds didn't do that. Letting go, I straightened up and took a couple of tentative steps.

"Come on, Katie," our swim coach called. I took another step and reminded myself I had once thrived on dares.

"There she is, Miss America," some wise

guy sang out, and a few others began humming.

Being what was called a good sport, I instinctively smiled down—and dropped into a crouch. The chorus grew louder, then faded when they saw I wasn't clowning. I couldn't move or talk.

The coach yelled, "Don't try to dive. Just jump!" In my squat position I inched forward a little, then stopped again. The group had grown quiet. No more "You can do it, Katie!"s. No more razzing, either.

I crept to the end of the plank. No place else to go. A class bell rang but I couldn't jump. NO! I was a collector of gold stars. Gold stars hide loss. Once more I called on my ever-ready will, but it was suddenly sick of this game. I was no Esther Williams. I was no bird. Just some lumbering land-bound creature and a coward at that. Beginning a slow, clumsy crawl backwards to utter silence, I imagined those faces watching in contempt or pity; but I didn't much care.

As with most journeys, the final destination wasn't exactly what I'd planned on. Only a long time later did I understand that, for me, writing a book is a little like climbing a high diving board: getting up there with an elegant design, yet not knowing whether I'll be a swan or a frog. Even so, I've learned to close my eyes, hold my nose, and jump.

¹Esther Williams: a well-known swimmer

Complete the chart below by giving three images from the story that Kate has of herself as a diver.

Kate imagines that she is . . .	
1.	Ester Williams because he is a best swimmer
2.	A fish because great swimmers swim like fish.
3.	A bird because birds soar and dive.

2

Describe how the author applies her diving-board experience to her work later in life. Use details from the story to support your answer.

3

Name: GF

Date:

In this section, you are going to listen to a story called "The coolest Kid in Class." Then you will answer some questions about the story.

You will listen to the story twice. The first time you hear the story, listen carefully but do not take notes. As you listen to the story the second time, you may want to take notes. You may use these notes to answer the questions that follow.

The Coolest Kid in Class

by Melissa Knight

I am the coolest kid in my class. I always have been. It's a gift.

I'm not a showoff. All the kids like me. I just know how to dress, what to say, and how to say it. You know, just cool.

So when Dr. Gonzalez told me I needed glasses, I freaked.

"Glasses? Naw, can't do it. They wouldn't look right," I declared. I looked in the mirror and smoothed down my hair. I had to squint a little to see myself, though.

Dr. Gonzalez didn't look surprised.

"You'll look even better with glasses," he said. "Besides, your eyes are too important to ignore. Remember those headaches you've been getting? They should disappear once you start wearing glasses. Your eyes won't have to work so hard."

I looked at Mom. She was wearing that "don't-mess-with-me-I'm-your-mother" look. "Let's go pick out some frames," she suggested firmly. I groaned. The frames I chose looked pretty good on me, but I still didn't want anyone to see me wear them.

When I got to school the next morning, nobody said anything about my new glasses. It was probably because I wasn't wearing them. I had stuffed them into my backpack as soon as Mom dropped me off. *This is going to be a breeze*, I thought as I walked into Mrs. Holtkamp's class.

Unfortunately, it wasn't.

"Hello, Sam," Mrs. Holtkamp said as I dumped my books onto my desk. "Your mom called last night to tell me about your new glasses!"

I could have died. All the kids stopped talking and looked at me. I had to act cool! I just smiled and walked to the pencil sharpener.

James followed me.

"It's like this," I said. "I'm a cool guy, right? I have a certain look. If my look changes, I can't be cool."

James looked at me as if I were crazy. "Sam, you're a cool guy because you're friendly. You're nice to people. Wearing or not wearing glasses has nothing to do with it."

I looked at him with hope. "You mean—you think I'm still cool?"

"Well . . . your hair is kind of messed up today," he said.

I was horrified. I reached for my comb and then stopped. Was James teasing me?

Instead of reaching for my comb, I reached for my glasses and put them on. I looked at James. Yes, there was a twinkle in his eye.

"I guess the glasses do help me see better," I said. "Maybe I'll even be a better soccer player now."

"I hope so," he said, laughing.

Did I say I'm the coolest kid in my class? Well, I am. Next to James, that is.

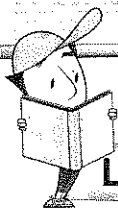
1

After getting new glasses, Sam is uncomfortable at school. In the boxes below, write THREE things that happen during the day that show Sam is uncomfortable.

1. Sam wanted to be invisible at recess

2. He was embarrassed

3. He was trying to hide the glasses



Lesson Practice

AW

Use the Reading Guide to help you understand the passage.

Reading Guide

Why does Monica smile?

What can you infer about Ebony's character?

What generalization could you make about Ebony's friendship with Monica?

friend

How are you
hi, nice, caring

Responsible

Storming the Castle

Monica and Ebony ran toward the castle door. But as Ebony reached it, she tripped and fell on her face.

"Cut!" Mr. Washington yelled. "Are you okay, Ebony?"

A couple of the other actors helped Ebony up.

"I'm okay," Ebony replied, "Sorry, everyone."

Monica smiled and wiped dust off Ebony's costume.

"Wow, Ebony. I can't believe how clumsy you are."

Ebony held back her tears and tried to pretend everything was fine. The students had been practicing for their annual play for weeks. Every day after school, they stayed late to make sure that everything was perfect. This year, the play was about a witch trying to take over a medieval castle. The students wrote the script and even designed the sets and costumes. Everyone learned something new on this project.

Monica and Ebony had been friends since kindergarten. They both tried out for the role of the princess. Ebony won the leading role, even though Monica had taken more acting classes. They had a fight after Ebony got the role, and then they saw less of each other. By this point, they had stopped talking to each other outside of rehearsals.

Monica walked back to her place and waited for the others to take their places. Ebony walked up and stood next to Monica. They looked at each other, as if to ask, "Are you ready to get back to it?" Ebony began to cry. Monica put her arms around Ebony as tears welled up in her eyes, too. Soon, they both began sobbing.

The other students watched the two friends. The rehearsal could wait a few minutes.

Answer the following questions.

1. Based on the passage, you can infer that
 - A. Monica is jealous of Ebony.
 - B. Monica is clumsy.
 - C. Ebony is jealous of Monica.
 - D. Ebony is not a good actress.
2. Ebony is PROBABLY
 - A. happy that she received the leading role.
 - B. happy to be in the play.
 - C. looking for attention.
 - D. upset that she and Monica are not getting along.
3. Which detail from the passage does NOT support the idea that Monica and Ebony were getting along poorly?
 - A. Ebony trips and falls.
 - B. Monica does not help Ebony up.
 - C. Monica calls Ebony clumsy.
 - D. Monica and Ebony cry together.
4. Which sentence from the passage supports the idea that the play is important to the students?
 - A. "A couple of the other actors helped Ebony up."
 - B. "Every day after school, they stayed late to make sure that everything was perfect."
 - C. "This year, the play was about a witch trying to take over a medieval castle."
 - D. "The other students watched the two friends."

5. Do you think Monica and Ebony will be friends after the play is over? Which details in the passage support your inference?

yes because ebony began to cry then monica put her arms around Ebony and then they both made up and started crying one each other.